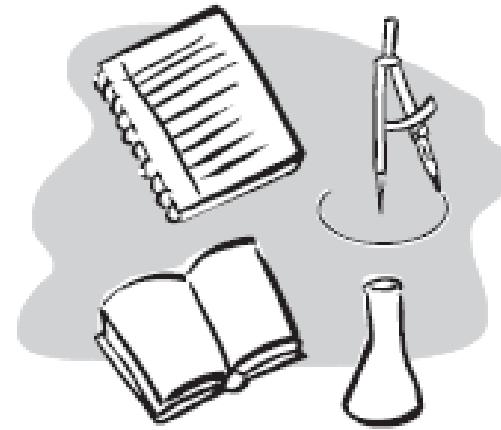




Understanding Your PLAN Results: Preparing for Success

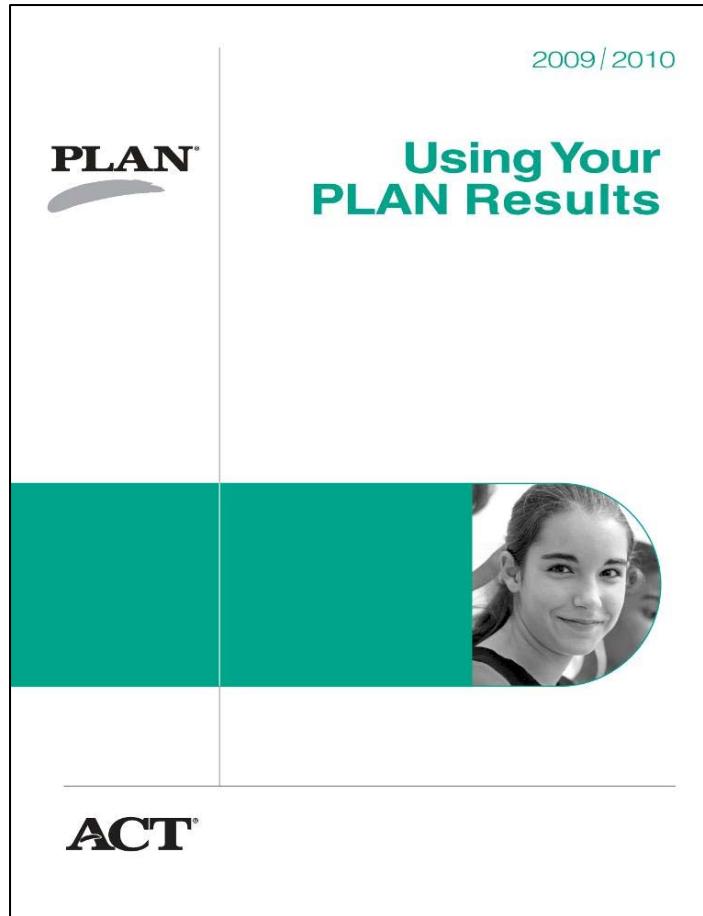


ACT®



Using Your PLAN® Results

Student Guide to PLAN



ACT®



PLAN® Your Score Report

SCHOOL NAME: EXAMPLE HIGH SCHOOL

SCHOOL CODE: 000000

TEST FORM: CCA

TAYLOR, ANN C
1404 8TH ST.
ANYTOWN, USA 00000

GRADE: 10
SORT CODE: 5

Your Scores

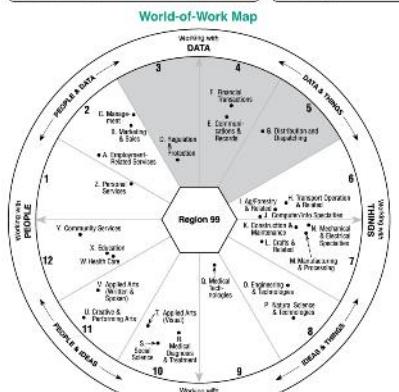
Your Plans

Your Career Possibilities

STEP 1: You and the World of Work

The World-of-Work Map is your key to hundreds of jobs in the world work. This Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks, involving people, ideas, or things.

The Map is divided into 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things.

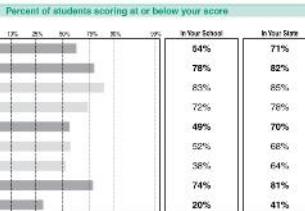


Information for Counselors

Score: RS 14 A3 S4 E7 C6
Rake, Adjustment, Diffuse: 22--38--40

PLAN Interpretive Visuals
9/2009

Percent of students scoring at or below your score



TEST DATE: OCTOBER 23, 2009

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More Info at
www.planstudent.org

Your Estimated ACT
Composite Score Range

18-23

Use this score range to help plan for college.

Your Educational Plans for
After High School

4-Year College or University

Admission Standards

Courses often in their admission standards. For example, most students in "selective" colleges have ACT Composite scores in the range of 21 to 28. Some admitted students may have scores outside the range.

Admission Standards Type of Courses

Open: 16-21

Traditional: 18-24

Selective: 21-28

Highly Selective: 25-30



Student/School Information

November 6, 2009

PN: 99244642

123876



SCHOOL NAME: EXAMPLE HIGH SCHOOL

SCHOOL CODE: 000000

TEST FORM: 00A

TEST DATE: OCTOBER 23, 2009

TAYLOR, ANN C
1404 8TH ST
ANYTOWN, USA 00000

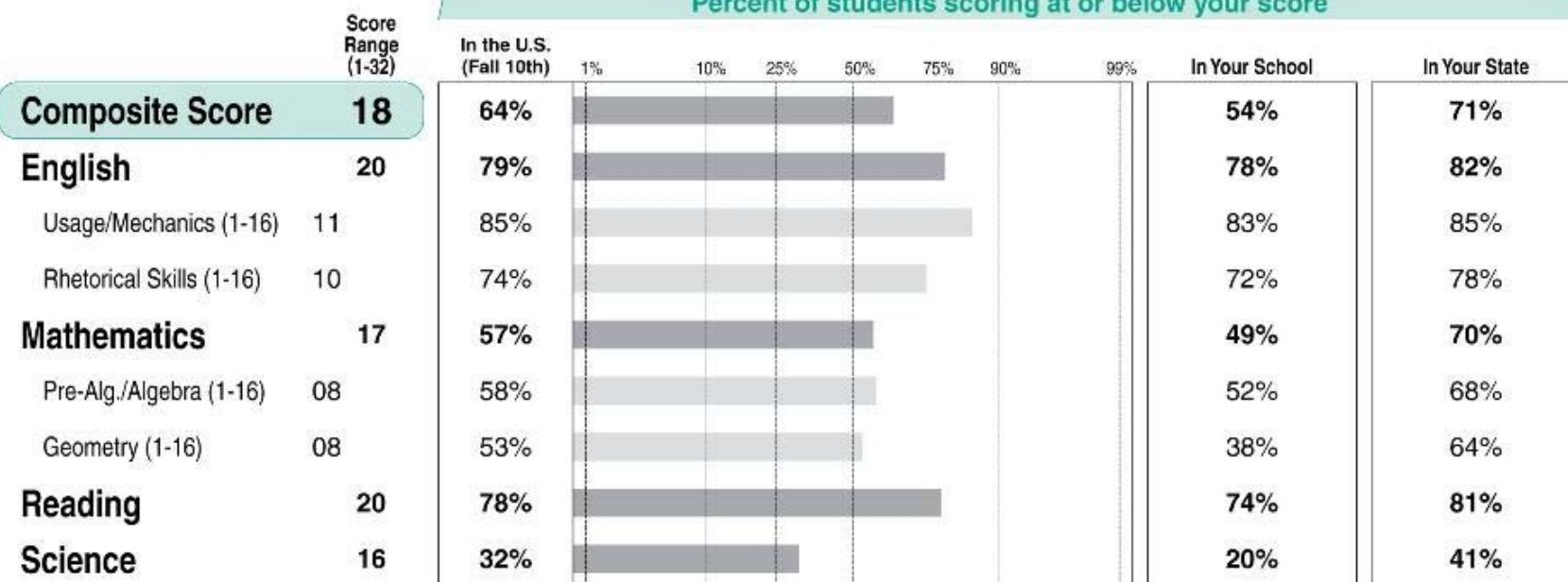
GRADE: 10
SORT CODE: 5

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Your Scores

Your Scores



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Your Estimated ACT Composite Score Range

More Info at
www.planstudent.org

Your Estimated ACT Composite Score Range

19-23

Use this score range to help plan for college.

Your Educational Plans for After High School

4-Year College or University

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Your High School Course Plans Compared to Core

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.



About Your Course Plans. Your plans fall short of recommended courses. Consider taking additional courses in Science. You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

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College Readiness

College Readiness

Students scoring at or above these benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

Benchmark Scores (10th Grade)		Your score is:		
		Below	At	Above
English	15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	17	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About Your Scores. One or more of your PLAN scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. Check college websites to learn more about their admission requirements.

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Profile for Success

Admission Standards

Colleges differ in their admission standards. For example, most students in “selective” colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

Admission Standard	Typical Scores
Open	16–21
Traditional	18–24
Selective	21–26
Highly Selective	25–30

Profile for Success

Your Career Area Preference

Management

Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of:

21–25

See Using Your PLAN Results.

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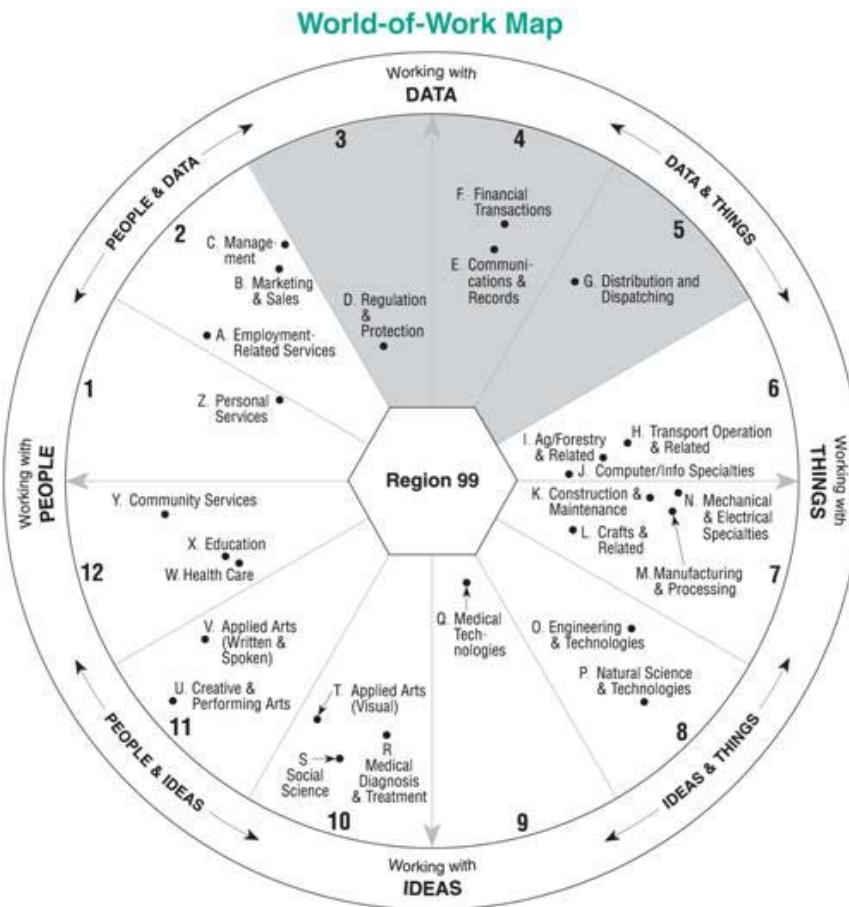
Your Reported Needs

Your reported needs

- | | | | |
|---|---|---|---|
| ✓ • Making plans for my education, career, and work after high school | ✓ • Improving my writing skills
✓ • Improving my reading speed and comprehension | ✓ • Improving my study skills
✓ • Improving my mathematical skills | ✓ • Improving my computer skills
✓ • Improving my public speaking skills |
|---|---|---|---|



Your Career Possibilities



Information for
Counselors

Scores: R5 I4 A3 S4 E7 C6
%Like, Indifferent, Dislike: 22—38—40

Career Area List

- | | |
|---|--|
| A. Employment-Related Services
Human Resources Manager; Recruiter; Interviewer | O. Engineering & Technologies
Engineers (Civil, etc.); Technicians (Laser, etc.); Architect |
| B. Marketing & Sales
Agents (Insurance, Real Estate, etc.); Retail Salesworker | P. Natural Science & Technologies
Physicist; Biologist; Chemist; Statistician |
| C. Management
Executive; Office Manager; Hotel/Motel Manager | Q. Medical Technologies (also see Area W)
Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.) |
| D. Regulation & Protection
Food Inspector; Police Officer; Detective | R. Medical Diagnosis & Treatment (also see Area W)
Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist |
| E. Communications & Records
Secretary; Court Reporter; Office Clerk | S. Social Science
Sociologist; Political Scientist; Economist; Urban Planner |
| F. Financial Transactions
Accountant; Bank Teller; Budget Analyst | T. Applied Arts (Visual)
Artist; Illustrator; Photographer; Interior Designer |
| G. Distribution and Dispatching
Warehouse Supervisor; Air Traffic Controller | U. Creative & Performing Arts
Writer; Musician; Singer; Dancer; TV/Movie Director |
| H. Transport Operation & Related
Truck/Bus/Cab Drivers; Ship Captain; Pilot | V. Applied Arts (Written & Spoken)
Reporter; Columnist; Editor; Librarian |
| I. Ag/Forestry & Related
Farmer; Nursery Manager; Forester | W. Health Care (also see Areas Q and R)
Recreational Therapist; Dental Assistant; Licensed Practical Nurse |
| J. Computer/Info Specialties
Programmer; Systems Analyst; Desktop Publisher; Actuary | X. Education
Administrator; Athletic Coach; Teacher |
| K. Construction & Maintenance
Carpenter; Electrician; Bricklayer | Y. Community Services
Social Worker; Lawyer; Paralegal; Counselor; Clergy |
| L. Crafts & Related
Cabinetmaker; Tailor; Chef/Cook; Jeweler | Z. Personal Services
Waiter/Waitress; Barber; Cosmetologist; Travel Guide |
| M. Manufacturing & Processing
Tool & Die Maker; Machinist; Welder; Dry Cleaner | |
| N. Mechanical & Electrical Specialties
Auto Mechanic; Aircraft Mechanic; Office Machine Repairer | |

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**Your Skills**

Ask for your test booklet so you can review the questions and your answers.
“+” = correct answer, “0” = no response, “*” = marked more than one answer

More Info at www.planstudent.org

Suggestions for improving your skills are based on your scores.

SUBSCORE AREA (a = Algebra; g = Geometry)	
1 A +	18 D -
2 C +	19 B -
3 A -	20 A -
4 D +	21 C -
5 B +	22 C -
6 B A r	23 A -
7 A +	24 A -
8 A -	25 B -
9 C -	26 A -
10 B A g	27 C -
11 A +	28 D -
12 D C r	29 B -
13 D I r	30 D -
14 B e r	31 A -
15 A + r	32 C -
16 B A r	33 C -
17 C + r	34 C B Y

- * You correctly answered 24 out of 30 questions.
- * You omitted 3 questions.
- * You incorrectly answered 13 questions.

Content Areas	
Topic Development	To improve your skills you can: challenge yourself by reading new kinds of books; experiment with new writing styles rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic add examples to illustrate or support major points
Organization	use transitions (like similarly or however) to compare or emphasize ideas have a classmate read your paper to see if sentences need to be reordered for clarity try different openings and closings for a paper; say which works best and why
Word Choice	make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.) verify that each pronoun clearly refers to a noun or noun phrase reword writing to make sure the words convey the same tone or vary in tone for a good reason
Sentence Structure	learn the difference between uses of coordinating conjunctions (like and or but) and subordinating conjunctions (like after or though)
Usage	make sure pronoun person is consistent in a sentence; for instance, avoid shifts from one (“When one sees . . .”) to your (“. . . you are impressed.”)
Punctuation	check passive pronouns (like her or it) to make sure they are used correctly use the word have (not of) following verbs like could, would, and should use commas, dashes, or parentheses to set off nonessential information in a sentence delete unnecessary commas in compound constructions, as in “Flag waved[,] and rustled.” check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, “He ran all the way to school[;] because he was late.”)

SUBSCORE AREA (a = Algebra; g = Geometry)	
1 A +	15 A -
2 C 1 -	16 B A g
3 A -	17 C -
4 B +	18 D -
5 A -	19 C -
6 B -	20 A -
7 D I -	21 C -
8 A B -	22 C -
9 C -	23 A -
10 B A g	24 B C g
11 A +	25 B -
12 C -	26 A D -
13 D B g	27 C -
14 N -	28 D C g

- * You correctly answered 21 out of 40 questions.
- * You omitted 3 questions.
- * You incorrectly answered 16 questions.

Content Areas	
Basic Operations	To improve your skills you can: determine the discount price of items on sale (for example, an item that normally cost \$10.00 is on sale for 15% off, so the sale price of the item is \$8.70)
Probability	calculate the score value you need on your next math test to raise your overall grade by a certain percent
Number Concepts and Properties	predict the outcome of simple events (for example, the sum of two 6-sided fair number cubes when rolled)
Expressions, Equations, and Inequalities	research and discuss with others the uses of number sequences (for example, Fibonacci, arithmetic, geometric)
Graphical Representations	obtain fees of formulas and practice substituting positive and negative whole numbers into the formula to evaluate
Properties of Plane Figures	practice adding and subtracting algebraic expressions such as $(3h + 8k) - (5h - 2k) = -2h + 18k$
Measurement	practise solving two-step equations such as $2x - 18 = -32$; $2x = -14 \rightarrow x = -7$ then calculate areas of your school, home, town, etc., labeling one point as the origin (0,0) and locate all other points appropriate. Recognize that lines are vertical or horizontal and increasing and decreasing slopes of lines use number lines to represent lengths of segments (for example, have a friend point to any two points on a meterstick and mentally calculate the distance between the two points)

Content Areas	
Main Ideas and Author's Approach	To improve your skills you can: take notes on a challenging text; decide how the information fits together as a whole practice writing brief summaries of books you have read
Supporting Details	decide who is telling a story (a child, an adult, etc.) and if that viewpoint relates the story well analyze textual details and how they contribute to the author's or narrator's message (for example, strengthening or clarifying it)
Relationships	write an essay about something you've read, supporting your ideas with evidence use a chart or web to connect a series of events in a text or film, or from an everyday occurrence, justifying your chosen connections
Meanings of Words	decide whether comparisons made by the author or narrator help you understand relationships look up word meanings and determine how the words an author or narrator uses affect people's impressions of a topic or issue
Generalizations and Conclusions	defend or challenge the author's or narrator's claims in a text by listing key pieces of information in other sources make accurate generalizations (including overgeneralizations) based on details in the text (for example, “You live there—in that polluted-filled house?” suggests that she does)

- * You correctly answered 15 out of 25 questions.
- * You omitted 1 question.
- * You incorrectly answered 9 questions.

Content Areas	
Interpretation of Data	To improve your skills you can: know how to locate several pieces of data in a complex table or graph (for example, a graph with several curved lines or axes displaying values that increase by powers of ten) take data from an experiment you or others did and use it to make a line graph and a bar graph decide how the values of several pieces of data from a line graph are different (for example, larger or smaller)
Scientific Investigation	do an experiment that includes a control group (something used as the basis for comparison) and then use procedures with several steps create a one-step experiment that will answer a specific question tell how two experiments are the same or different read descriptions of actual experiments and, in each case, see if the reported results support the hypothesis read a scientist's opinion about an observation and figure out what assumptions the scientist made in forming the opinion
Evaluation of Models, Inferences, and Experimental Results	read descriptions of actual experiments and, in each case, see if the reported results support the hypothesis read a scientist's opinion about an observation and figure out what assumptions the scientist made in forming the opinion

- * You correctly answered 12 out of 30 questions.
- * You omitted 1 question.
- * You incorrectly answered 17 questions.

PLAN Score Report

Side 2


ACT®



Review Your Answers

Ask for your test booklet so you can review the questions and your answers.
“+” = correct answer, “o” = no response, “*” = marked more than one answer

SUBSCORE AREA (u = Usage; r = Rhetorical Skills)				Content Areas				
Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Topic Development
1 A + u	18 D + r	35 A + r						
2 C + u	19 D C u	36 B C r						
3 A + u	20 A + u	37 D o u						
4 D + r	21 C + r	38 D o u						
5 B + r	22 C B r	39 A + r						
6 B A r	23 A + r	40 B + r						
7 D + u	24 B + u	41 C B r						
8 A + u	25 B + u	42 D + r						
9 C + r	26 A D r	43 C + u						
10 B A u	27 C + r	44 A + u						
11 A + u	28 D + r	45 D B r						
12 D C r	29 B + u	46 B C r						
13 D + r	30 D + r	47 A + r						
14 B o r	31 A + u	48 A + r						
15 A + r	32 C + u	49 B + r						
16 B A r	33 C + u	50 B A r						
17 C + u	34 C B r							

• You correctly answered 34 out of 50 questions.
• You omitted 3 questions.
• You incorrectly answered 13 questions.



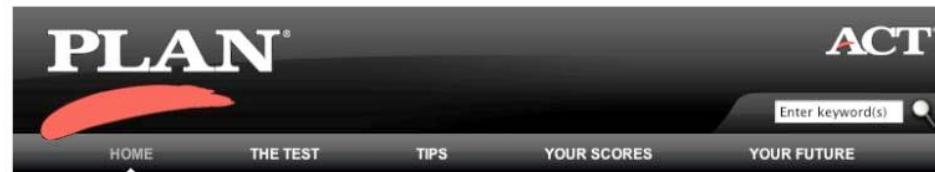
Your Skills

Suggestions for improving your skills are based on your scores.

<u>Content Areas</u>	To improve your skills you can:
Topic Development	challenge yourself by reading new kinds of books; experiment with new writing styles rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic add examples to illustrate or support major points
Organization	use transitions (like <i>similarly</i> or <i>to repeat</i>) to compare or emphasize ideas have a classmate read your paper to see if sentences need to be reordered for clarity try different openings and closings for a paper; say which works best and why
Word Choice	make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.) verify that each pronoun clearly refers to a noun or noun phrase reread writing to make sure the words convey the same tone or vary in tone for a good reason
Sentence Structure	learn the difference between uses of coordinating conjunctions (like <i>and</i> or <i>but</i>) and subordinating conjunctions (like <i>after</i> or <i>though</i>) make sure pronoun person is consistent in a sentence; for instance, avoid shifts from <i>one</i> ("When one sees . . .") to <i>you</i> (" . . . you are impressed.")
Usage	check possessive pronouns (like <i>her</i> or <i>his</i>) to make sure they are used correctly use the word <i>have</i> (not <i>of</i>) following verbs like <i>could</i> , <i>would</i> , and <i>should</i>
Punctuation	use commas, dashes, or parentheses to set off nonessential information in a sentence delete unneeded commas in compound constructions, as in "Flags waved[,] and rustled." check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, "He ran all the way to school[:] because he was late.")



www.planstudent.org



Time to Plan Ahead!

Taking PLAN® as a 10th grader is a great way to prepare for the ACT—and helps you get ready to succeed in college and beyond!

Did you know?

On average, workers in the U.S. change careers every 3 years.

[More about careers >>](#)

Alternate Plans

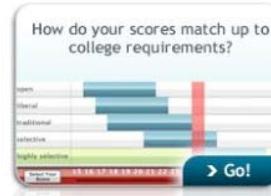
[For Counselors](#)

[For Parents](#)

[For EXPLORE® Test Takers](#)

[For ACT Test Takers](#)

Quick Links



ACT®



What do I do now?

Now that you've taken PLAN, you know much more about your skills, career interests, and readiness for college. Using your PLAN Score Report, ask yourself some questions:

- Am I on target for college?
- What skills do I need to improve to be ready for college?
- Am I taking a rigorous core curriculum?
- What careers interest me most?

